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ABSTRACT

The paper considers the issues, decisions, and practices involved in evaluating the Technical Assistance Development System (TADS), a project to provide assistance to demonstration projects and start education agency grantees in the Handicapped Children's Early Education Program. Section 1 considers the focus for the evaluation in terms of its purposes (including providing ongoing feedback regarding the delivery and quality of individual technical assistance services), audiences and their information needs, the nature of the program being evaluated, and implication of the focus for the evaluation design. It is pointed out that the purposes of the evaluation made it necessary that the design include inquiry into four areas--the TADS contract, individual technical assistance services, all other services provided by TADS, and topics about which the staff wish to know more. The evaluation design is explained in aother section. Considered are the evaluation questions and criteria, the inquiry approach, data collection procedures, data analysis procedures, and reporting. Finally, the organization, constraints, and supports of the evaluation are discussed. Appended materials include forms summarizing technical assistance services, needs assessment and evaluation instruments, and a TADS end of year survey form. (SW)

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EVALUATION: THE TADS EXPERIENCE

Tanya M. Suarez and Patricia Vandiviere

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1981 Series
TADS

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This Occasional Paper (number 4) was prepared for our colleagues and others interested in the diverse ideas and practices of technical assistance. This material reflects some of what TADS has learned through its ten years of providing support services to model demonstration projects and state education agency grantees of the Handicapped Children's Early Education Program (HCEEP). This program is administered by the Office of Special Education, OSERS, U.S. Department of Education.

TADS provides technical assistance to designated projects and states when it is requested and needed. TADS is a division of the Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill. It is located at 500 NCNB Plaza, Chapel Hill, NC 27514. Our phone number is (919) 962-2001.

What information should be gathered to evaluate technical assistance?

Who should provide the information?

How can a technical assistance agency which provides a helping service also evaluate the effectiveness of that service?

What resources are needed to conduct an evaluation of technical assistance?

These questions are examples of the types of issues confronted in designing and implementing evaluations of technical assistance (TA). Unfortunately, when such issues surface, there is little in the literature on evaluation concepts and experiences to guide technical assistance agency staffs.

One way to begin answering these questions is for TA providers to share information on the evaluation of their services. This may include defining issues, solutions, and practices. When identified and analyzed, strengths and weaknesses, or successes and problems, can be used to crystallize concepts and develop models that may be used by the whole TA field.

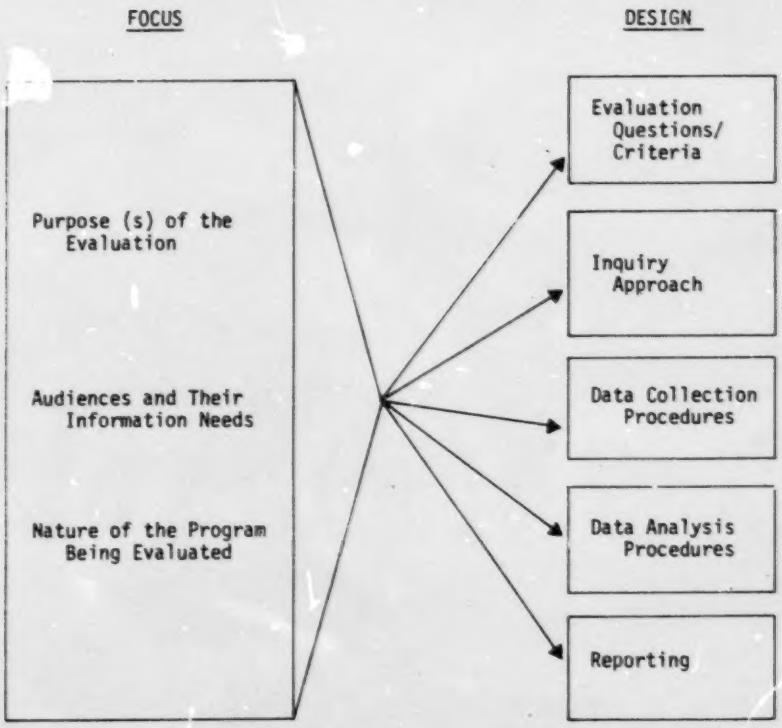
It is the purpose of this paper to contribute to this process of sharing by presenting the issues, decisions, and practices which have been parts of one technical assistance agency's experience -- the Technical Assistance

Development System (TADS). The evaluation described in the following pages has been developed and used over the past five years as TADS provided assistance to demonstration projects and state education agency grantees in the Handicapped Children's Early Education Program (HCEEP).

Technical assistance agencies vary from each other in terms of client groups, purposes, and methods of providing services. Nonetheless, they are all likely to encounter program evaluation issues that are similar. To help the reader compare his or her experience with our's, the evaluation of TADS is described according to a general model for evaluation (see Figure 1).

FIGURE 1

Elements of a Program Evaluation Design



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An oversight or omission in much evaluation work is a clear specification of focus. To avoid the problems that an inadequate focus creates for an evaluation (e.g., the choice of inappropriate instruments, poor timing of evaluative events, etc.) and to achieve a consensus on an evaluation approach among staff members, considerable time and effort were spent in clarifying the focus for the evaluation of TADS. The results of the discussions to determine the focus, which sometimes were heated but always enlightening, are described below.

Purposes of the Evaluation

The evaluation of TADS was designed to be both formative (to improve the technical assistance system) and summative (to demonstrate its overall effectiveness or worth). Specific purposes of the evaluation were:

1. To determine if objectives for implementing the TA system as stated in its contract had been achieved;
2. To provide ongoing feedback regarding the delivery and quality of individual TA services;
3. To determine the overall effectiveness of the TA as designed and delivered by TADS; and
4. To generate new knowledge regarding the nature and processes of technical assistance.

Audiences and Their Information Needs

The purposes for the evaluation of TADS, to a large extent, grew out of the evaluation information needs of its audiences. The audiences for the evaluation were:

1. TADS staff
2. Office of Special Education (OSE) staff (OSE, TADS federal contracting agency, is part of the U.S. Education Department.)

3. Frank Porter Graham Child Development Center (FPG) staff (FPG is located at the University of North Carolina and is the administrative agency for TADS.)

4. TADS professional colleagues (e.g., other technical assistance agencies, special educators, medical personnel, and state education department personnel.)

To improve the TA system, TADS staff members needed continuous feedback regarding individual TA services and periodic feedback on the overall status and effectiveness of all services provided. To manage the TADS contract effectively, information was needed on the accomplishment of administrative objectives. Finally, staff members were interested in learning more about the process being used, so successes could be shared with other professionals and problematic processes could be changed, modified, or terminated.

OSE staff members needed information about the status of TADS activities and the accomplishments and quality of the technical assistance provided to clients. Because OSE funds several technical assistance programs, the agency also was interested in receiving any results which provided new insights about TA.

It was assumed that the leadership of FPG would be interested in the successful completion of the TADS contract and the effectiveness of the TA system. The TADS staff also believed that colleagues at FPG and other TA practitioners would be interested in new knowledge, insights, or practices discovered or developed as a result of TADS experience in providing technical assistance.

Nature of the Program Being Evaluated

TADS. The elements of a technical assistance system most directly affecting its evaluation are: (a) its goals; (b) the approach used to achieve the goals; and (c) the types of services provided (Suarez, 1980).

The overriding goal of TADS is to assist in and enhance the overall development of the HCEEP programs for which its clients (the leadership and staffs of HCEEP funded programs) are responsible. To accomplish this goal, TADS offers assistance in the early-childhood-special-education content areas in which the clients are working and in the overall organization, administration, and operation of client programs.

The attitude or philosophy toward technical assistance taken by TADS is that it should be supportive, responsive, interpersonal, and nonevaluative. TADS provides assistance to clients within the framework of a particular, systematic, yearly process focused on specific early-childhood-special-education content areas. The process itself consists of five distinct, cyclical stages: (1) program planning; (2) formal, total-program needs assessment; (3) development of an agreement between the client and TADS for work that is needed to accomplish identified TA needs; (4) delivery of the technical assistance; and (5) evaluation of the services. (See Figure 2.)

FIGURE 2
The TADS Process of Technical Assistance

TADS provides a comprehensive and varied form of (a) in-field, (b) in-house, and (c) in-print services (Lillie and Black, 1975) to meet the overall goal of program development and the specific client needs identified during the needs assessment. These services are designed to create awareness, aid in program planning, enhance skills, or aid in the actual development or implementation of the program. The technical assistance services commonly offered by TADS are: on-site and off-site consultations, information searches, visits to exemplary programs, reviews and critiques of plans and products, small and large group workshops, a quarterly newsletter, and publications on topics of concern to clients.

TADS Clients and Their TA Needs. The primary client groups served by TADS are well defined. The funding source restricts direct TA services to: (a) three-year demonstration projects; and (b) state education agency grantees which are planning statewide comprehensive services for preschool handicapped children and their families.

The demonstration projects have similar overall purposes, and their staff members work in some of the same general areas. The states, on the other hand, share the general goal of developing and/or improving services to preschool handicapped children and their families, but they vary considerably from the projects in the efforts they undertake to accomplish this goal.

Through experience, TADS has identified the major categories in which most client needs fall. Demonstration projects most often need help in the content areas of: services for children, services for parents, staff development, demonstration/dissemination, administration/management, and program evaluation. Needs of state education agencies vary more from grantee to grantee, but they include areas such as: statewide planning, developing interagency agreements, in-service training, teacher certification, and

program evaluation. In terms of program development, both demonstration projects and states need assistance in decision-making, planning, obtaining information, developing skills and competencies, developing specific materials or procedures, and revising and refining existing materials or procedures.

Implication of the Focus for the Evaluation Design

Clarification of the focus of the evaluation provided TADS with two things that were very important. First, the clarification process itself provided a vehicle for involving staff members in the evaluation and encouraging their commitment to it. Second, clarifying the focus provided information which could be used to tailor the evaluation to TADS specific needs. By examining Figure 3, the reader can begin to see how the design needed to be shaped (on the basis of focus) to encompass and address TADS needs.

The purposes for the evaluation made it necessary that the design include inquiry into four, somewhat distinct, areas: the TADS contract, individual TA services, all other services provided by TADS, and topics (regarding the provision of technical assistance) about which the staff wished to know more.

The audiences for the evaluation and their information needs affected the type and timing of evaluation reports. The TADS staff needed ongoing, periodic, and summary (yearly) information. The funding agency required information relative to the contracts. Reporting mechanisms for providing this information (Quarterly Progress Letters) were specified in TADS contract with OSE. OSE and FPG needed the same summary information provided to the TADS staff. All audiences needed reports of special studies on technical assistance as they were developed.

The goals and philosophy of TADS suggested further considerations for

FIGURE 3

Focus of the TADS Evaluation

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PURPOSES OF THE EVALUATION

1. Determine if contracted objectives were met
2. Provide ongoing feedback to the TADS staff regarding the technical assistance provided
3. Determine the overall effectiveness of TADS
4. Generate new knowledge regarding technical assistance

AUDIENCES	THEIR INFORMATION NEEDS
1. TADS staff:	Status of contract, delivery and quality of individual technical assistance services, overall effectiveness of TADS technical assistance, new knowledge regarding the delivery of technical assistance
2. Funding agency (OSE):	Status of contract, effectiveness of TADS as a provider of technical assistance
3. Administrative agency (FPG):	Overall effectiveness of TADS technical assistance, new knowledge regarding technical assistance
4. Other technical assistance professionals:	New knowledge regarding technical assistance

NATURE OF THE PROGRAM BEING EVALUATED

1. TADS
   a. Goal: Enhance development of client programs
   b. Approach:
      (1) Attitude--Responsive, supportive, nonevaluative
      (2) Structure--Systematic, individualized, client-staff oriented
      (3) Types of services--In-house, in-field, in-print
2. Clients (HCEEP funded demonstration projects and State Implementation Grants)
   a. Goals: Create, develop, and/or implement model services for preschool handicapped children and their families
   b. Technical assistance needs: Specific content areas in the field of early childhood special education, program development processes and procedures

11

the evaluation. First, the overall goal of TADS and the focus of its services required that the evaluation concentrate on variables related to the organizational and programmatic development of the client programs. TADS philosophy required that the evaluation be nonevaluative of the client and that it not interfere with the supportive, interpersonal aspects of the technical assistance.

The structure of TADS TA process (Figure 2) permitted the evaluation to be systematic (across clients and client groups), but the individualized nature of the TA required that the evaluation design accommodate differences in the amount, type, and content of services that were delivered to individual clients. The variety of types of services provided to clients made it necessary to tailor data collection procedures to each specific service.

With regard to the clients, the evaluation needed to reflect the differences in the two primary client groups. It also had to focus on the common needs of the groups and the individual needs of the programs in each of them.

DESIGN

Even when the focus for an evaluation is specified, designing its specific content and procedures is not unlike putting together a puzzle containing an incomplete set of oddly shaped pieces. The focus provides the framework for the "puzzle." It shows how most of the pieces fit together. But there are some areas of the puzzle for which there are no pieces. These pieces can be located only after you have other parts of the puzzle put together and can see what is needed (i.e., after decisions regarding details are made and as other issues relative to evaluating technical assistance are confronted and resolved). The following discussion provides an explication

of the TADS evaluation design including the "missing pieces" and the ideas and strategies that were combined to provide the complete picture of the process.

Evaluation Questions and Criteria

On the basis of the decisions made about the focus of the evaluation, five major evaluation questions were developed. They corresponded almost directly to the purposes for the evaluation.

1. Has TADS fulfilled the provisions of its contract with the Office of Special Education? If not, why not?

2. How effective has TADS been in providing services to its clients?

3. How satisfactory have been the services provided to clients by TADS?

4. What has been the impact of TADS technical assistance on its clients?

5. What has been learned about technical assistance?

When specific planning began, additional questions were asked to sharpen the responses that could be given to the five major questions. These and other details of the evaluation design are outlined in Figure 4.

Criteria to determine if evaluation results were satisfactory were based on several considerations. First, the staff of TADS wished to complete all of the work in its contract with OSE. Therefore, all questions related to contract work had "successful completion of all work promised" as the criteria for a satisfactory answer. Provisions were made, however, for modifications in the contract which occur naturally as detailed planning is completed and the priorities of the contractee or funding agency change.

Second, data gathered prior to developing this evaluation system contained very high ratings of TADS services by both client groups. It was

FIGURE 4

TADS Evaluation Design

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To the TADS Staff, OSE, Leadership of FPG or Other Professionals)
I. Has TADS fulfilled the provisions of its contract with the Office of Special Education? If not, why not?					
A. Have the short-term objectives of the TADS contract been met? If not, why not?	A. All work completed as specified and/or modified	A. Objective-based evaluation	A. Gathering of documentation of work completed (TADS staff)	A. Comparison of work completed with objectives stated in the contract	A. Quarterly Progress Letters
II. How effective has TADS been in providing services to its clients?					
A. What have been the characteristics of the services delivered, i.e., number of services, type of TA, content area, TA provider, number of days, number of people involved?	A. Not applicable	A. Description	A. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	A. Compilation of data contained in Aggregate Summary Form	A. Quarterly Progress Letters and End-of-Year Evaluation Report
B. Has TADS provided the services to clients specified in the Technical Assistance Agreements?	B. 90% of technical assistance agreement-scheduled services delivered	B. Discrepancy evaluation	B. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	B. Computation of percentage of services delivered as scheduled; comparison of percentage with criteria	B. End-of-Year Evaluation Report
C. Has TADS provided other specified services to clients: e.g., conferences, needs assessments, newsletters, etc.?	C. All services delivered as specified (and/or modified) in the contract	C. Discrepancy evaluation	C. Recording of data--regarding services delivered--on Aggregate Summary Form (TA Coordinators)	C. Computation of percentage of services delivered as scheduled Comparison of percentage with criteria	C. Quarterly Progress Letters and End-of-Year Evaluation Report

FIGURE 4
(continued)

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To the TADS Staff, OSE, Leadership of FPG or Other Professionals)
D. What additional services not specified in the contract or technical assistance agreements has TADS provided?	D. Not applicable	D. Description	D. Recording of data--regarding additional services provided--on Aggregate Summary Form (TA Coordinators)	D. Compilation of data contained in Aggregate Summary Form	D. Quarterly Progress Letters and End-of-Year Evaluation Report
III. How satisfactory have been the services provided to clients by TADS?					
A. Were the direct services--i.e., workshops, on-site and off-site consultations, small group TA meetings, review and critiques, visitations, information services--perceived by clients to be of high quality?	A. Mean ratings of "good" or higher in each service delivery area	A. Survey research; discrepancy evaluation	A. Completion of appropriate TA Event Evaluation Form (client and, if appropriate, TA provider)	A. Computation of means of ratings; comparison of mean with criteria	A. Forms returned to TA coordinators; End-of-Year Evaluation Report
B. Were the indirect services--i.e., newsletter, publications, etc.--perceived to be useful to clients?	B. Mean ratings of "good" or higher in each area	B. Survey research; discrepancy evaluation	B. Completion of Publication Survey (clients)	B. Computation of means of ratings; comparison of mean with criteria	B. End-of-Year Evaluation Report
C. Were the clients satisfied with the services delivered by TADS?	C. Mean ratings of "good" or higher in each area	C. Survey research; discrepancy evaluation	C. Completion of appropriate TA Event Evaluation Form and End-of-Year Survey (clients)	C. Computation of means of ratings; comparison of mean with criteria	C. Forms returned to TA coordinators; End-of-Year Evaluation Report

FIGURE 4
(continued)

Evaluation Questions	Criteria	Inquiry Approach	Data Collection Procedures (Provider of Information)	Data Analysis Procedures	Reporting (To the TADS Staff, OSE, Leadership of FPG or Other Professionals)
IV. What has been the impact of TADS technical assistance on its clients?					
A. Has progress been made in areas targeted for technical assistance?	A. Significant difference ($p \leq .05$) between status of needs before and after technical assistance	A. Survey research; discrepancy evaluation	A. Completion of End-of-Year Survey (clients)	A. Computation of correlated t-test	A. End-of-Year Evaluation Report
B. What were the organizational and programmatic impacts of TA?	B. Not applicable	B. Survey research; description	B. Completion of End-of-Year Survey (clients)	B. Computation of (1) percentage of clients indicating an impact; (2) means of impact for each item	B. End-of-Year Evaluation Report
C. Were the impacts of the technical assistance on clients positive?	C. 95% of impacts indicated to be positive	C. Survey research; discrepancy evaluation	C. Completion of End-of-Year Survey (clients)	C. Computation of percentage of responses that were positive; comparison of percentage with criteria	C. End-of-Year Evaluation Report
V. What has been learned about technical assistance?					
A. May less costly strategies be used to conduct an effective TADS needs assessment? (1979-80)	A. Not applicable	A. Input evaluation; exploratory research	A. Completion of Needs Assessment Evaluation Forms (clients and needs assessors)	A. Comparative statistical analyses, e.g., analysis of variance, chi-square	A. Special Report; journal article
B. What occurs as technical assistance is provided? (1979-82)	B. Not applicable	B. Case study; exploratory research	B. Observation, interviews (external consultants)	B. Content analysis of cases	B. Special Report; journal article
C. How does technical assistance change during the life of a three-year project? (1978-81)	C. Not applicable	C. Survey research; exploratory research	C. Content analysis of technical assistance provided; completion of TA Event Evaluation Forms & End-of-Year Surveys (clients)	C. Comparative statistical analyses	C. Special Report; journal article

assumed that this phenomenon was the result of the high quality of TADS technical assistance or the natural tendency of people to rate TA types of activities quite favorably, or a combination of the two. These assumptions led to the selection of above average results as the criteria for acceptable responses by clients and TA providers regarding the quality of services delivered.

Finally, some of the questions required descriptive rather than evaluative answers. These questions were designed to obtain information that would provide the basis for interpreting other results or, in the case of the research studies, new information regarding TA. It was inappropriate to assign criteria to these questions but important that the questions themselves be included.

Inquiry Approach

Because of the variety of information needs, no one inquiry approach could be used to provide the data that the evaluation questions required. Each question had to be considered for its own information needs, and an appropriate inquiry approach to those needs had to be chosen.

The first decision to be made was whether the approach required evaluation or another form of inquiry. Some questions clearly demanded an evaluative response. Others, as mentioned previously, required descriptive answers. Still others, particularly those related to discovering new knowledge, called for research.

Once the basic approach was determined -- description, evaluation, or research -- it was necessary to be more explicit about the type of inquiry so that data collection and analysis procedures could be chosen. For those questions that were evaluative, several types of inquiry were indicated by the questions and their criteria. Objective-based evaluation (Gallagher,

Surles and Hayes, 1972; Popham, 1972) was used to determine the accomplishment of objectives. When meeting criteria rather than accomplishing objectives was the basis for determining results, discrepancy evaluation (Provus, 1971) -- comparison of results to a previously established standard -- was used. For one of the special studies, an input evaluation approach (Stufflebeam, et al., 1971) was selected as most appropriate.

Specifying the generic type of evaluation or research needed did not, for some questions, provide sufficient guidance for the design of data collection procedures. For them, primarily those requiring information about or from the clients, additional specification was needed. In order to obtain continuous feedback from clients regarding TA services and at the same time build a data base to use for summarizing data about the total client group, a quick turn-around system of inquiry was needed. Survey research was chosen as the approach because of the speed with which information could be acquired, the systematic data it could provide, and its feasibility in terms of time and cost.

For the research studies, approaches appropriate for the specific research questions posed were used. Because there was no body of knowledge on which to base the study of TADS type of technical assistance, all of these approaches were considered exploratory.

Data Collection Procedures

Analysis of the information needed in order to complete the inquiries led to the development of five types of data collection procedures.

The TADS Filing System was established to provide a storage and retrieval system for the documents which related to the objectives in the contract. It consists of extensive files maintained by the Director of TADS and staff members who have specific responsibilities relative to the contract.

The TADS Aggregate Summary Form was developed to provide a system for recording and describing all services provided to clients. (See Appendix A.) Maintained by the technical assistance coordinators (the staff members at TADS who maintain liaison with clients and arrange TA services) responsible for technical assistance to clients, these forms provide information on: clients' needs, the type of assistance provided, the amount of assistance, the number of clients participating in the assistance, and the type of TA provider (e.g., a TADS staff member or an external consultant).

The TA Event Evaluation Forms are questionnaires designed to provide both systematic information about all services and unique information on specific types of technical assistance events. "TA events" include needs assessments and the specific services designed to meet individual technical assistance needs identified during those assessments. Forms have been developed for: consultations, reviews and critiques, visits to other programs, information searches, needs assessments, small group meetings, and workshop presentations. (See Appendix B for examples of each TA event form.)

These forms are sent to clients when the specific TA is provided. In the cases of the needs assessments and consultations, the consultant who provided the TA also receives a form. Responses on the form provide descriptive information about the event itself, about client and consultant perceptions of what the TA accomplished, and about the client's level of satisfaction with the technical assistance and its quality.

The TADS End-of-Year Survey is sent to clients at the completion of each cycle of TA (i.e., each year). It provides information regarding: (1) progress toward meeting technical assistance needs, (2) the impact of the TA on programmatic and organizational areas of the client programs, and (3) perceptions of overall satisfaction with the TA provided by TADS during

the year. (See Appendix C.)

Specific forms were not developed for the case study. Instead, four questions were specified to guide the observations and interviews of the external consultants (Behr, Hawes, Vandiviere, and Suarez, 1981).

Data Analysis Procedures

Most of the evaluation questions required that specific types of results be compared to preestablished standards or that the data provide a description of the TA as it occurred during a given year. Consequently, data analyses were needed which summarized results of TA with the total client group. The computation of summary statistics, e.g., frequencies, percentages, means, etc., is, therefore, the first step and base for most data analysis procedures used in the evaluation. These summary statistics are then compared to the preestablished criteria.

For other questions, particularly those for additional research studies, the selection of appropriate data analysis techniques was necessarily specific to the questions posed. (Refer to Figure 4.)

Reporting

To meet the needs and interests of the evaluation audiences, five types of written reports are prepared. The TADS staff members responsible for technical assistance (primarily the technical assistance coordinators) receive the written feedback of clients and consultants on the TA Event Form as it is received in the TADS offices. From the ratings and comments on the forms, they determine if the TA was perceived to be successful and, then, design appropriate followup activities.

Quarterly Progress Letters are prepared to provide a description of activities undertaken and progress made toward meeting the objectives stated

in the TADS contract. Documentation to support or further describe activities is attached. These Letters are sent to the TADS staff, the funding agency (OSE), and the administrative agency (FPG). They serve, for all three audiences, the purpose of providing information which can be used to manage the contract.

An End-of-Year Evaluation Report is prepared each year to provide information on TADS effectiveness in delivering technical assistance, the quality of the services delivered, and their impact on the clients and their programs. This report provides the TADS staff, OSE, and FPG with summary information regarding the organization's effectiveness. The information can be used to modify and improve future services.

Two types of reports furnish information to TADS audiences and the field at large on new knowledge about TA. They are special reports and journal articles. Special reports, i.e., reports of studies conducted to learn more about TA, are distributed to the TADS staff, OSE, FPG, and professionals in other technical assistance centers around the country. From these reports and other data gathered, journal articles are written to share the new information with a wider audience.

CONDUCTING THE EVALUATION

As the reader is aware, knowing what you would like to do and getting it done can be two different things. Organization, resources, and fiscal support have a great influence on the success of an evaluation. This is particularly true for new programs, such as technical assistance, for which there has been neither a history of or impetus for extensive evaluations. TADS has been fortunate in the way its organizational structure has evolved to support the evaluation process.

Organization

Because the primary audience for the evaluation is TADS staff members who need ongoing feedback to accomplish their tasks, it was determined that at least part of the evaluation should be conducted internally. From TADS earliest days, a position within the organization entitled "Associate Director of Evaluation" has existed. The importance given evaluation by the designation of a full-time administrative position with accompanying staff support and the organizational level at which the position was placed are noteworthy.

Organizationally, the evaluation section of TADS is one of four distinct operating units, the others being TA Services to Demonstration Projects, TA Services to States, and Publications. The Associate Director responsible for the evaluation is part of the management team, under the guidance of TADS Director, that comprises a fifth organizational component -- Administration.

One of the keys to the operation and success of the TADS evaluation is the data management system. A half-time data analyst and manager has the responsibility of coding, entering, cleaning, and analyzing all of the quantitative data gathered. The analyst works most of the time at the FPG data management center where all of the equipment, services, and expertise needed to store, retrieve, and analyze data are located. The analyst deliberately spends some time at the TADS offices. This arrangement allows the analyst to become familiar with the organization and to provide data services to members of the TADS staff other than those directly involved in the TADS evaluation.

At various times in its history, TADS has hired outside consultants and consulting agencies to review and aid in the design and implementation of its evaluation. Other efforts to obtain completely external evaluations of

the system have been proposed to the contracting agency, but not funded.

Resources for the Evaluation

As the current evaluation system has been implemented, the resources for the evaluation have increased. Currently, the resources for the evaluation of TADS include:

1. Financial Support: Funding within the contract provides for staff salaries, consultant and contractual services, supplies, and computer services.

2. Personnel: An equivalent of two full-time program positions are assigned to conduct the evaluation. They include the associate director, half of the time of a program evaluation specialist, and a half-time data analyst and manager. Other TADS staff members and, when needed, external consultants provide input into and/or review of evaluation activities or products. Clerical support is provided by the TADS secretarial staff and temporary secretarial service agencies.

3. Facilities: Office space, equipment, and facilities are provided through the contract by the University of North Carolina. TADS has access to the computer facilities of the Triangle Universities Computation Center through the data management office of FPG.

Constraints and Supports

In addition to resources, there are other constraints and supports which affect the evaluation of TADS.

Constraints. In spite of the detailed planning and resources available, there are constraints which place limits on the amount or type of evaluation that can be done.

First, most of the evaluative information gathered is client perceptions of the technical assistance. For consultations and needs assessments, perceptions of consultants are also obtained. Both perceptions of the process are valuable and should be a part of any evaluation of technical assistance. Due to cost and feasibility considerations, other perceptions are not routinely obtained -- e.g., those of all client staff members,

persons in the administration of the agency in which the client program operates, persons in the funding agency, TADS staff members, or external, objective observers. This limits not only the amount of information available, but also the spectrum of views which would provide a complete portrait of the technical assistance. It was for this reason that the case study was implemented. While all the perceptions listed above have not been obtained, many have been provided via the case descriptions of technical assistance to two demonstration projects. (See Behr, Hawes, Vandiviere, and Suarez, 1981.)

Related to this constraint is the known bias in the perceptions of most clients. TADS services are provided at no cost to the clients and in a supportive and responsive manner. Clients do not tend to respond negatively to free services arranged by nice people. The bias is recognized and steps are taken in the evaluation to minimize its effects: e.g., the positive end of rating scales has been expanded to permit greater discriminations. The presence of the bias, however, continues to affect the evaluation results that are obtained.

Finally, TADS commitment to being a nonevaluative source of assistance precludes direct evaluations of client program operations or progress. As a result, the scope of the evaluation is narrowed to client perceptions of progress made in only those areas in which technical assistance is provided. While definitely useful, it is recognized that assessment of the effects of the technical assistance is not as comprehensive as, in an ideal situation, it might be.

Supports. The strong support for the TADS evaluation by all who are involved has been extremely beneficial if not crucial. Administrative support and involvement at TADS, by underscoring the importance of evaluation, has made it easier to get the job done. Financial support from the funding

agency has permitted the expansion of evaluation efforts and the subsequent implementation of the evaluation described in this paper.

It is probably not possible to overemphasize the importance and value of a supportive staff to internal evaluation efforts. The interest and involvement of the TADS staff in the evaluation has led to the efficient and comprehensive implementation of the evaluation design and noticeable improvements in data collection procedures and reports. In addition, the staff has provided the impetus for special studies by suggesting topics, aiding in their implementation, and requesting information from the evaluation unit.

Much of the data that is gathered for the evaluation comes from TADS clients and consultants. Due in large part to the rapport established by the TADS staff with the clients and the support of clients themselves, return rates for questionnaires are uniformly high and extensive feedback is provided.

SUMMARY

Technical assistance is, by its nature, a complex process. Evaluations of the process are therefore necessarily complex and varied because of the types of technical assistance provided. It has been the intent of TADS staff members to develop an evaluation system which addresses the complexities and the specific nature of the technical assistance they provide. The system described in this paper has been a useful one. It is hoped that by describing the system, the ideas presented can be used by other technical assistance agencies in designing their specific evaluations and by the field at large in improving the overall quality of technical assistance evaluations.

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APPENDICES

AGGREGATE SUMMARY OF TA SERVICES

Project Name: _____

City, State: _____

ID Number: _____

TA Coordinator: _____

TOTAL NUMBER OF TA NEEDS IDENTIFIED BY CONTENT AREA						
Children	Parents	Staff Dev.	Demo./Dissem.	Evaluation	Admin. & Mang.	Total

Type of Service Code

1. On-Site Consultation
2. Visitation
3. Information Service
4. Review and Critique
5. Additional Technical Assistance
6. Topical Conference
7. Newsletter
8. Publication
9. Small Group Consultation
10. Off-site Consultation
11. Needs Assessment
12. Orientation Conference
13. Conference/Workshop Presentation
14. Other

Content Area Code

1. Services for Children
2. Parent Involvement
3. Staff Development
4. Demonstration and Dissemination
5. Evaluation
6. Administration and Management
7. All Areas

TA Provider Code

1. TADS Staff
2. TADS Consultant
3. NASDSE
4. TADS/NASDSE
5. NASDSE/Consultant
6. TADS/Consultant
7. TADS/NASDSE/Consultant
8. TADS/WESTAR
9. TADS/WESTAR/BEH
10. TADS/NASDSE/BEH
11. TADS/BEH
12. Other

First Quarter (Oct. 1 - Dec. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Second Quarter (Dec. 8 - Mar. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Third Quarter (Mar. 8 - June 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Fourth Quarter (June 8 - Sept. 30)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

APPENDIX A

AGGREGATE SUMMARY OF TA SERVICES

Project Name: _____

City, State: _____

ID Number: _____

TA Coordinator: _____

TOTAL NUMBER OF TA NEEDS IDENTIFIED BY CONTENT AREA					
Program Development/Management	Evaluation	Personnel Training	Interagency	Comm./Dissem.	Total

Type of Service Code

1. On-Site Consultation
2. Visitation
3. Information Service
4. Review and Critique
5. Additional Technical Assistance
6. Topical Conference
7. Newsletter
8. Publication
9. Small Group Consultation
10. Off-site Consultation
11. Needs Assessment
12. Orientation Conference
13. Conference/Workshop Presentation
14. Other

Content Area Code

1. Program Development/Management
2. Evaluation
3. Personnel Training
4. Interagency
5. Communication/Dissemination
6. All Areas

TA Provider Code

1. TADS Staff
2. TADS Consultant
3. NASDSE
4. TADS/NASDSE
5. NASDSE/Consultant
6. TADS/Consultant
7. TADS/NASDSE/Consultant
8. TADS/WESTAR
9. TADS/WESTAR/BEH
10. TADS/NASDSE/BEH
11. TADS/BEH
12. Other

First Quarter (Oct. 1 - Dec. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Second Quarter (Dec. 8 - Mar. 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Third Quarter (Mar. 8 - June 7)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

Fourth Quarter (June 8 - Sept. 30)

Date	TAA No.	Type of Service	Content Area	No. of Clients	Direct Service Hours	TA Provider

Total Services for the Quarter _____

APPENDIX A

APPENDIX B

City, State _____

Project ID _____

Dates of Needs Assessment _____

Needs Assessor _____

Type of Needs Assessment On-site

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

PROJECT EVALUATION OF NEEDS ASSESSMENT

This questionnaire is designed to gather information regarding the TADS' needs assessment conducted with your project. The items are designed to provide TADS with information regarding the needs assessment procedure and your opinions regarding its quality and usefulness. The information provided by all projects will be used to determine the effectiveness of our needs assessments. YOUR RESPONSES TO ITEMS WILL REMAIN STRICTLY CONFIDENTIAL and will be reported only in combination with information gathered from other projects. We would appreciate your most honest and objective opinions. THANK YOU.

I. THE NEEDS ASSESSMENT: Listed below is a set of statements of criteria for a TADS' needs assessment. Please rate the extent to which you believe the needs assessment of your project met the stated criteria by circling the appropriate number. For question 6, please follow the instructions given with the item.

	Not Met		Met Partially		Met Completely	Exceeded Stated Criterion
1. The needs assessment provided a comprehensive review of the project.	1	2	3	4	5	6
2. The needs of the project, those requiring and not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for the project staff and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

6. In addition to these criteria, were there other accomplishments of the needs assessment process? (please check) _____ Yes _____ No

If yes, please describe: _____

_____

_____

_____

OVER

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35

APPENDIX B

II. THE NEEDS ASSESSMENT MANUAL: Please rate the quality of the needs assessment manual by circling the appropriate number for each of the following items. Place any comments you may have regarding the manual in the section labeled "comments."

	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Clarity, i.e., extent to which contents are clear, understandable, etc.	1	2	3	4	5	6
2. Completeness, i.e., extent to which information needed to complete the needs assessment is included, etc.	1	2	3	4	5	6
3. Format, i.e., extent to which organization, format of the manual makes it easy to use, etc.	1	2	3	4	5	6
4. Usefulness, i.e., extent to which the contents of the manual are of use in planning and participating in the needs assessment.	1	2	3	4	5	6
5. Quality, i.e., overall quality including freedom from errors, misleading information, writing style, etc.	1	2	3	4	5	6
	Not at All		Some-what		Rather Completely	Precisely
6. To what extent were the procedures outlined in the manual followed during your needs assessment?	1	2	3	4	5	6

7. Comments: _____

_____

_____

_____

_____

SEE NEXT PAGE

APPENDIX B

III. THE NEEDS ASSESSOR: Please rate the following characteristics of the needs assessor by circling your response on each of the following items. Place any comments regarding the needs assessor in the section labeled "Comments."

	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Preparedness, i.e., familiarity with the project's proposal and other relevant materials sent to him/her, familiarity with the Needs Assessment process and materials, etc.	1	2	3	4	5	6
2. Expertise, i.e., knowledge of HCEEP project operation, ability to assist in the identification of needs, etc.	1	2	3	4	5	6
3. Organization/Management Skills, i.e., leadership ability, attention to task, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. Flexibility, i.e., ability to adjust schedules, focus, etc. to meet project needs, etc.	1	2	3	4	5	6
5. Interpersonal Skills, i.e., ability to relate well to the staff, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

6. Comments: _____

_____

_____

_____

IV. THE OVERALL NEEDS ASSESSMENT PROCESS: Please rate the total needs assessment process by circling your response to each of the following items. Please answer the questions and provide comments, where appropriate, in the "General Comments" section. Please note in your comments any particular strengths or weaknesses of the process.

	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
A. Satisfaction with Needs Assessment						
1. Extent to which the needs assessment experience met your staff's expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the needs assessment to your project.	1	2	3	4	5	6
3. The quality of the overall needs assessment process.	1	2	3	4	5	6
4. Your overall satisfaction with the total needs assessment experience.	1	2	3	4	5	6

B. General Comments: _____

_____

_____

_____

THANK YOU.

APPENDIX B

SIG ID _____

Dates of Needs Assessment _____

Needs Assessor _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

SIG EVALUATION OF NEEDS ASSESSMENT

This questionnaire is designed to gather your opinions concerning the needs assessment conducted by TADS with your SIG. We will use the information you provide to determine the effectiveness of our needs assessments and improve those that we may conduct in the future. We appreciate your most honest and objective opinions. THANK YOU.

INSTRUCTIONS: It would be most helpful to us if the ratings and comments on this form reflect the summary opinions of all staff members who participated in the needs assessment. We would appreciate your explanations regarding any negative opinions expressed. Please place these and other comments you would like to make in Section III at the end of the form.

I. THE NEEDS ASSESSMENT: Please rate the extent to which the following items were accomplished during the needs assessment.

	Not Accomplished		Accomplished Adequately		Accomplished Very Well	Accomplished Exceptionally Well
1. The needs assessment provided a comprehensive review of your SIG plan.	1	2	3	4	5	6
2. The needs of your SIG, those requiring and those not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for your SIG and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

II. THE NEEDS ASSESSOR: Please circle your response to the quality of the needs assessor on each of the following items.

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Preparedness, i.e., familiarity with the SIG proposal and other relevant materials sent to him/her, familiarity with the needs assessment process and materials, etc.	1	2	3	4	5	6
2. Expertise, i.e., knowledge of SIG grant operation, knowledge of early childhood/special education, ability to assist in the identification of needs, etc.	1	2	3	4	5	6
3. Organization/Management Skills, i.e., leadership ability, attention to task, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. Flexibility, i.e., ability to adjust schedules, focus, etc. to meet SIG needs, etc.	1	2	3	4	5	6
5. Interpersonal Skills, i.e., ability to relate well to the staff, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

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OVER

APPENDIX B

III. OVERALL OPINIONS: Please consider the total needs assessment in responding to these questions.

1. What was your overall satisfaction with the needs assessment? (Please circle)

Not at all Satisfied		Satisfied		Extremely Satisfied	Exceptionally Satisfied
1	2	3	4	5	6

2. What were the most useful aspects of this needs assessment for your SIG? (Please list)

_____

_____

_____

_____

_____

3. What would you recommend changing in or adding to the needs assessment to improve the process? (Please list)

_____

_____

_____

_____

_____

4. Other Comments: _____

_____

_____

_____

_____

_____

THANK YOU.

APPENDIX B

Project ID _____

Project Location _____

Dates of Needs Assessment _____

Needs Assessor _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

NEEDS ASSESSOR EVALUATION OF ON-SITE

NEEDS ASSESSMENTS

PURPOSE: This questionnaire is designed to gather information regarding the TADS' needs assessment you recently conducted with the project listed above. The information that you provide will be combined with that of other needs assessors to determine the effectiveness of our efforts. We would appreciate your most honest and objective opinions. THANK YOU.

I. TIME EXPENDED: Please provide the information requested in each blank.

1. How much time did you spend on the needs assessment?

Hours

____ in preparation

____ on-site conducting the needs assessment

____ in follow-up

____ in travel

II. THE NEEDS ASSESSMENT: Listed below is a set of statements of criteria for a TADS' needs assessment. Please rate the extent to which you believe the needs assessment you conducted met the stated criteria by circling the appropriate number. For question 6, please follow the instructions given with the item.

	Not Met		Met Partially		Met Completely	Exceeded Stated Criterion
1. The needs assessment provided a comprehensive review of the project.	1	2	3	4	5	6
2. The needs of the project, those requiring and not requiring technical assistance, were identified.	1	2	3	4	5	6
3. A list of clearly specified needs to be addressed by technical assistance was developed.	1	2	3	4	5	6
4. Technical assistance activities for the needs described in item 3 above were identified.	1	2	3	4	5	6
5. Roles and responsibilities for the project staff and TADS in planning and carrying out technical assistance were clarified.	1	2	3	4	5	6

OVER

6. In addition to these criteria, were there other accomplishments of the needs assessment process? (Please check.) _____ Yes _____ No

If yes, please describe: _____

_____

_____

_____

III. THE NEEDS ASSESSMENT MANUAL: Please rate the quality of the needs assessment manual by circling the appropriate number for each of the following items. Place any comments you may have regarding the manual in the section labeled "comments."

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Clarity, i.e., extent to which contents are clear, understandable, etc.	1	2	3	4	5	6
2. Completeness, i.e., extent to which information needed to complete the needs assessment is included, etc.	1	2	3	4	5	6
3. Format, i.e., extent to which organization, format of the manual makes it easy to use, etc.	1	2	3	4	5	6
4. Usefulness, i.e., extent to which the contents of the manual are of use in planning and conducting the needs assessment.	1	2	3	4	5	6
5. Quality, i.e., overall quality including freedom from errors and misleading information, writing style, etc.	1	2	3	4	5	6

	Not at All		Somewhat		Rather Completely	Precisely
6. To what extent were the procedures outlined in the manual followed during this needs assessment?	1	2	3	4	5	6

7. Comments : _____

_____

_____

_____

_____

SEE NEXT PAGE

41

APPENDIX B

IV. THE PROJECT: Please rate the following characteristics of the project by circling the response which reflects your opinion of the extent to which the characteristic was evident.

	Not Evident		Somewhat Evident		Quite Evident	Per-vasive
1. Understanding of the needs assessment process, i.e., familiarity with TADS and the purpose of the needs assessment, familiarity with needs assessment materials, the activities comprising the process, etc.	1	2	3	4	5	6
2. Preparedness, i.e., all needed staff in attendance, calendars cleared, necessary materials at hand, all appropriate staff oriented to needs assessment procedures, etc.	1	2	3	4	5	6
3. Openness, i.e., willingness to share information, willingness to consider new ideas, etc.	1	2	3	4	5	6
4. Leadership Support, i.e., provision of adequate resources, facilities, etc., support of the needs assessment, involvement in the needs assessment, etc.	1	2	3	4	5	6

5. Comments: _____

_____

_____

_____

V. General Comments: Please list here any comments that you wish to make regarding the needs assessment. Please note in your comments any particular strengths or weaknesses of the process.

_____

_____

_____

_____

THANK YOU.

APPENDIX B

PROJECT/SIG

Project/SIG _____
_____
ID _____
On-Site _____
Off-Site _____
Process ___ Final ___
Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Consultation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectiveness and improve future consultations. It also will be shared with the consultant who worked with you. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

_____

_____

Technical Assistance Objective No. : _____

_____

_____

Consultant: _____ Dates: _____

Instructions: Please rate, check or list your responses regarding the consultation on the following items. We would also welcome additional comments regarding aspects of the consultation or TADS' procedures in arranging the consultation which were important to your and your project/SIG.

I. QUALITY OF THE CONSULTATION

A. The Consultant (Please circle your response)	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Preparedness, i.e., familiarity with the project/SIG proposal and other relevant materials sent to him/her, familiarity with your technical assistance need, etc.	1	2	3	4	5	6
2. Expertise, i.e., knowledge of his/her content area, knowledge of other resources in the area, etc.	1	2	3	4	5	6
3. Organization/Management Skills, i.e., leadership ability, attention to the task specified above, summarization skills, priority setting skills, etc.	1	2	3	4	5	6
4. Flexibility, i.e., ability to adjust schedules, focus, etc. to meet project/SIG needs, etc.	1	2	3	4	5	6
5. Interpersonal Skills, i.e., ability to relate well to the staff or colleagues, supportiveness, open, non-threatening approach, etc.	1	2	3	4	5	6

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43

OVER

A. The Consultant (Cont'd):

6. Would you recommend the consultant who worked with you to other projects/SIGs with a need similar to yours? (Please check) No____ Yes, with reservations____ Yes ____

If No or Yes, with reservations, please explain: _____

_____

_____

B. Satisfaction with Consultation: (Please circle your response)	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Extent to which the consultation met your staff's expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the consultation to your staff and project/SIG.	1	2	3	4	5	6
3. The quality of the overall consultation.	1	2	3	4	5	6
4. Your overall satisfaction with the consultation.	1	2	3	4	5	6

II. DESCRIPTION OF THE CONSULTATION ACCOMPLISHMENTS.

A. What were the major accomplishments of the consultation? (Please list)

1. _____

_____

2. _____

_____

3. _____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: _____

_____

_____

SEE NEXT PAGE

APPENDIX B

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this consultation? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

C. General Comments: Please list here any additional comments that you wish to make regarding the consultation.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

45

APPENDIX B

CONSULTANT

Project/SIG* _____
TD _____
On-Site _____
Off-Site _____
Process ____ Final ____
Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Consultant Evaluation of Consultation

PURPOSE: We would appreciate information from you concerning the recent TADS-sponsored consultation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other consultants to determine our current effectiveness and improve future consultations.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS

Technical Assistance Need No. : _____

_____

_____

Technical Assistance Objective No. : _____

_____

_____

Consultant: _____ Dates: _____

Instructions: Please complete the following regarding your work with the project/SIG. If your answers are contained in your report to the project/SIG, please reference the report in the appropriate space and attach the portions of the report containing your response.

I. THE CONSULTATION.

A. How much time did you spend on the consultation? (Please list)

No. of Hours

_____ In preparation

_____ on-site or with project/SIG representive(s) conducting the consultation

_____ In follow-up

_____ In travel (NOT applicable to off-site consultations)

B. How many project/SIG related persons were involved in the consultation? (Please list)

No. of Persons

_____ 50% of the time or more

_____ Less than 50% of the time

[ ] Total

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OVER

APPENDIX B

C. Briefly describe the consultation, i.e., major content areas covered, major activities, etc. Also include any major activities which were unrelated to the need and objective listed on the first page.

_____

_____

_____

_____

_____

_____

II. THE PROJECT/SIG. Please rate the following characteristics of the project/SIG by circling the response which reflects your opinion of the extent to which the characteristic was evident.

	Never Evident		Sometimes Evident		Usually Evident	Always Evident
1. Understanding of the purpose of the consultation, i.e., familiarity with TADS and the purpose of the consultation, knowledge of the activities to be conducted during the consultation, etc.	1	2	3	4	5	6
2. Preparedness, i.e., all needed staff in attendance, calendars cleared, necessary materials at hand, all appropriate staff oriented to purpose of consultation, etc.	1	2	3	4	5	6
3. Openness, i.e., willingness to share information, willingness to consider new ideas, etc.	1	2	3	4	5	6
4. Leadership Support, i.e., provision of adequate resources, facilities, etc., support of the consultation, involvement in the consultation, etc.	1	2	3	4	5	6

III. ACCOMPLISHMENTS OF THE CONSULTATION.

A. What were the major accomplishments of the consultation? (Please list)

1. _____

_____

2. _____

_____

3. _____

_____

SEE NEXT PAGE

APPENDIX B

B. Does the project/SIG still have technical assistance needs in this area? No____ Yes____
(Please check)

If Yes, please describe: _____

_____

_____

_____

IV. COMMENTS. Please provide your opinions regarding the consultation by answering the following questions.

A. Were there, in your opinion, some particularly strong and/or useful aspects of this consultation? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this consultation? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

C. General Comments: Please list here any additional comments that you wish to make regarding the consultation.

_____

_____

_____

_____

Return to: TADS
500 NCNB Plaza
Chapel Hill, NC 27514

THANK YOU.

APPENDIX B

Project/SIG _____

ID _____

Process ____ Final ____

Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Information Service

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored information service which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future technical assistance. It also will be shared with the person who provided the service. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

_____

_____

Technical Assistance Objective No. : _____

_____

_____

Consultant: _____ Dates: _____

Instructions: Please rate, check, or list your response to the quality of the technical assistance on each of the following items. We would also welcome additional comments regarding aspects of the information service or TADS' procedures for arranging the information service which were important to you and your project/SIG.

I. QUALITY OF THE INFORMATION SERVICE. (Please circle your response)	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. Extent to which the information prepared and sent by TADS met your staff's expectations.	1	2	3	4	5	6
B. The usefulness/applicability of the information to your project/SIG.	1	2	3	4	5	6
C. The quality of the overall information service.	1	2	3	4	5	6
D. Your overall satisfaction with the information service.	1	2	3	4	5	6

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OVER

APPENDIX B

II. DESCRIPTION OF THE ACCOMPLISHMENTS.

A. What are/will be the major project/SIG accomplishments as a result of this information service?

1. _____

_____

2. _____

_____

3. _____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No _____ Yes _____

If Yes, please describe: _____

_____

_____

_____

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this information service? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this information service? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

SEE NEXT PAGE

APPENDIX B

C. General Comments: Please list here any additional comments that you wish to make regarding the information service.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

51

Project/SIG _____

ID _____

Process ____ Final ____

Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Review/Critique

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored review and critique which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future assistance. It also will be shared with the consultant who provided your review. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

_____

_____

Technical Assistance Objective No. : _____

_____

_____

Consultant: _____ Dates: _____

Instructions: Please rate, check, or list your responses to the quality of the technical assistance on each of the following items. We would also welcome additional comments regarding aspects of the review/critique or TADS' procedures for arranging the review/critique which were important to you and your project/SIG.

I. QUALITY OF THE REVIEW/CRITIQUE.
(Please circle your response)

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. Extent to which the review/critique met your staff's expectations.	1	2	3	4	5	6
B. The usefulness/applicability of the review/critique to your project/SIG.	1	2	3	4	5	6
C. The quality of the overall review/critique.	1	2	3	4	5	6
D. Your overall satisfaction with the review/critique.	1	2	3	4	5	6

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OVER

APPENDIX B

II. DESCRIPTION OF ACCOMPLISHMENTS.

A. What are/will be the major project/SIG accomplishments as a result of this review/critique? (Please list)

1. _____

_____

2. _____

_____

3. _____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No _____ Yes _____

If Yes, please describe: _____

_____

_____

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of the review/critique? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of the review/critique? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

SEE NEXT PAGE

APPENDIX B

C. General Comments: Please list here any additional comments that you wish to make regarding the review/critique.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX B

Project/SIG _____

ID _____

Process ____ Final ____

Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Visitation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored visitation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects/SIGs to determine our current effectiveness and improve future visitations. It also will be shared with the site you visited. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

_____

_____

Technical Assistance Objective No. : _____

_____

_____

Visitation Site: _____ Dates: _____

Instructions: Please rate, check, or list your responses regarding the visitation on the following items. For those items regarding the visitation site that were not applicable to your visit, please circle NA. We would also welcome additional comments regarding aspects of the visitation or TADS' procedures in arranging the visitation that were important to you and your project/SIG.

I. QUALITY OF THE VISITATION.

A. The Visitation Site (Please circle your response)	Not Applicable	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Evidence of pre-planning for your visit at the site.	NA	1	2	3	4	5	6
2. Appropriateness of activities scheduled.	NA	1	2	3	4	5	6
3. Access to appropriate staff.	NA	1	2	3	4	5	6
4. Opportunity for observation.	NA	1	2	3	4	5	6
5. Opportunity for review of written materials.	NA	1	2	3	4	5	6
6. Quality of training in a practice or procedure.	NA	1	2	3	4	5	6

7. Would you recommend this visitation site to other projects/SIGs with needs similar to yours? (Please check) No _____, Yes, with reservations _____ Yes _____

If No or Yes, with reservations, please explain: _____

_____

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OVER

APPENDIX B

B. Satisfaction with the Visitation (Please circle your response)	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
1. Extent to which the visitation met your expectations.	1	2	3	4	5	6
2. The usefulness/applicability of the visitation to your project/SIG.	1	2	3	4	5	6
3. The quality of the visitation.	1	2	3	4	5	6
4. Your overall satisfaction with the visitation.	1	2	3	4	5	6

II. DESCRIPTION OF THE VISITATION ACCOMPLISHMENTS.

A. What were the major accomplishments of the visitation? (Please list)

1. _____

_____

2. _____

_____

3. _____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: _____

_____

_____

SEE NEXT PAGE

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this visitation? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this visitation? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

C. General Comments: Please list here any additional comments that you wish to make regarding the visitation.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

APPENDIX B

PROJECT/SIG

Project/SIG _____
ID _____
Process ____ Final ____
Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Conference/Workshop Presentation

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored presentation which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectiveness and improve future presentations. It also will be shared with the presentor who worked with you. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

Technical Assistance Objective No. : _____

Presentor: _____ Dates: _____

Instructions: Please rate, check or list your responses regarding the presentation on the following items We would also welcome additional comments regarding aspects of the presentation or TADS' procedures in arranging it which were important to you and your project/SIG.

I. QUALITY OF THE PRESENTATION:

	Unsatisfactory	Below Average	Average	Good	Excellent	Exceptional
A. The Presentor (Please circle your response)						
1. Preparedness, i.e., familiarity with your technical assistance need, availability of appropriate materials, media, etc., evidence of organization and planning of the presentation, etc.	1	2	3	4	5	6
2. Content-area Expertise, i.e., knowledge of his/her content area, the material presented, etc.	1	2	3	4	5	6
3. Presentation Skill and Style, i.e., presentation of topic in a clear and interesting way, maintenance of audience contact and involvement, flexibility, etc.	1	2	3	4	5	6

4. Would you recommend the presentor who worked with you to other projects/SIGs with a need similar to yours? (Please check) No____ Yes, with reservations____ Yes____

If No or Yes, with reservations, please explain: _____

OVER

	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
B. Satisfaction with Presentation: (Please circle your response)						
1. Extent to which the presentation met your staff's expectations	1	2	3	4	5	6
2. The usefulness/applicability of the presentation to the audience	1	2	3	4	5	6
3. The quality of the overall presentation	1	2	3	4	5	6
4. Your overall satisfaction with the presentation	1	2	3	4	5	6

II. DESCRIPTION OF THE PRESENTATION ACCOMPLISHMENTS:

A. What were the major accomplishments of the presentation? (Please list)

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: _____

_____

_____

_____

SEE NEXT PAGE

APPENDIX B

III. COMMENTS

A. Were there some particularly strong and/or useful aspects of this presentation? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this presentation? (Please check) _____ Yes _____ No

If Yes, please describe: _____

_____

_____

_____

C. General Comments: Please list here any additional comments that you wish to make regarding the presentation.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to: TADS
500 NCNB Plaza
Chapel Hill, NC 27514

THANK YOU.

APPENDIX B

Project/SIG _____

Id _____

Process ____ Final ____

Content Area _____

TECHNICAL ASSISTANCE DEVELOPMENT SYSTEM

Demonstration Project/SIG* Evaluation of Small Group Technical Assistance (TA)

PURPOSE: We would appreciate information from you and your staff concerning the recent TADS-sponsored small group meeting which is described below. This form includes a series of questions and ratings which are designed to monitor and evaluate our work. Your feedback will be combined with information from other projects and SIGs to determine our current effectivaness and improve future small group TA. Your comments will otherwise remain confidential.

We would appreciate your honest and objective opinions. THANK YOU VERY MUCH FOR YOUR TIME AND THOUGHTFULNESS.

Technical Assistance Need No. : _____

Technical Assistance Objective No. : _____

Topic: _____ Dates: _____

Instructions: Please rate, check or list your responses regarding the small group TA on the following items. We would also welcome additional comments regarding aspects of the meeting or TADS' procedures in arranging the meeting which were important to you and your project/SIG.

I. QUALITY OF THE SMALL GROUP TECHNICAL ASSISTANCE.

A. The Small Group Technical Assistance (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Group presentations and/or discussions	1	2	3	4	5	6
2. Work for a specific time with an individual consultant (if applicable)	1	2	3	4	5	6
3. Sharing of ideas, concerns, etc., with other project/SIG personnel	1	2	3	4	5	6
4. Organization of meeting	1	2	3	4	5	6
5. Materials/handouts	1	2	3	4	5	6
6. Location/facilities	1	2	3	4	5	6

*State Implementation Grant
TADS, UNC-Chapel Hill, 1980

OVER

61

APPENDIX B

A. Satisfaction with the Small Group Technical Assistance: (Please circle your response)	Unsatis-factory	Below Average	Average	Good	Excel-lent	Excep-tional
1. Extent to which the meeting met your expectations	1	2	3	4	5	6
2. The usefulness/applicability of the meeting to you and your project/SIG	1	2	3	4	5	6
3. The quality of the overall meeting	1	2	3	4	5	6
4. Your overall satisfaction with the meeting	1	2	3	4	5	6

II. DESCRIPTION OF THE SMALL GROUP TECHNICAL ASSISTANCE ACCOMPLISHMENTS.

A. What were the major accomplishments of the small group TA? (Please list)

1. _____

_____

2. _____

_____

3. _____

_____

B. Does your project/SIG still have a need for technical assistance in this area? (Please check) No ____ Yes ____

If Yes, please describe: _____

_____

_____

SEE NEXT PAGE

APPENDIX B

III. COMMENTS.

A. Were there some particularly strong and/or useful aspects of this small group TA? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

B. Were there some weak or nonuseful aspects of this small group TA? (Please check) ____ Yes ____ No

If Yes, please describe: _____

_____

_____

_____

C. General Comments: Please list here any additional comments that you wish to make regarding the meeting, i.e., organization, procedures, topics covered, consultants, etc.

_____

_____

_____

_____

Person completing form: _____
(Name)

_____
(Staff Position)

Return to Meeting Convener
OR
TADS
500 NCNB Plaza
Chapel Hill, N. C. 27514

THANK YOU.

65

TADS
End of Year Survey

PURPOSE: The *TADS End of Year Survey* is designed to determine the overall effectiveness of the technical assistance delivered to HCEEP Demonstration Projects and State Implementation Grantees (SIGs) during a calendar year. To accomplish this, the survey is structured to gather information in three areas:

1. The effects of TADS' assistance on the technical assistance needs which were identified for each program during the year;
2. The impacts of TADS' technical assistance on each program; and
3. The program staff's satisfaction with the technical assistance received from TADS.

USE: The results of the survey will be analyzed with other information provided during the year to determine the overall effectiveness of TADS. The information will be used to improve TADS' services and report on its effectiveness to those audiences which are interested and invested in the results.

CONFIDENTIALITY: As is TADS' standard policy, the responses to this survey will be kept strictly confidential and reported only in groupad or anonymous individual formats. Your most objective and candid assessments of the assistance that TADS has provided to your program will be appreciated.

INSTRUCTIONS: Instructions for completing the survey are given at the beginning of each of the three sections.

THANK YOU FOR YOUR COOPERATION.

Technical Assistance Development System
500 NCNB Plaza
Chapel Hill, North Carolina 27514
June 1981

Technical Assistance Development System
END OF YEAR SURVEY

ID No._____

I. **TECHNICAL ASSISTANCE NEEDS AND SERVICES PROVIDED.** Listed below are a series of questions concerning the technical assistance needs which were identified with your project/SIG* and which are contained in your memorandum of agreement with TADS. Before each set of questions is a statement of the technical assistance need, a brief description of the services which were scheduled to meet the need, and the dates of the services. Please review this information carefully before answering the questions which follow.

NEED No.	Identified TA Need	Type of Service/Provider	Dates

1. Did the scope and/or direction of the task described in this need change during the year? (please check)

   (1) ____YES (2) ____NO

   If YES, please restate the need as it was changed: ASSISTANCE IN _____

   _____

   _____

2. What was the status of the task described in the originally stated or, if changed, restated need at the beginning of the year? (please check)

   (1) ____HAD NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ____HAD CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ____HAD BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ____HAD IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ____HAD COMPLETED DESIRED WORK ON THIS TASK

3. What is the status of the task described in the need now? (please check)

   (1) ____HAVE NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ____HAVE CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ____HAVE BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ____HAVE IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ____HAVE COMPLETED DESIRED WORK ON THIS TASK

4. Did you receive outside assistance (other than from persons or resources within the project/SIG) in this area from any person or source OTHER THAN TADS during the year (please check)

   (1) ____YES (2) ____NO

   If YES:

   a. From whom did you receive the assistance? (please check)
      (1) ____AN INDIVIDUAL CONSULTANT
      (2) ____AN AGENCY
      (3) ____OTHER: (Specify)_____

   b. How much assistance did you receive? (please check)
      (1) ____LESS THAN WAS PROVIDED BY TADS
      (2) ____APPROXIMATELY THE SAME AMOUNT AS PROVIDED BY TADS
      (3) ____MORE THAN WAS PROVIDED BY TADS

5. What, in your opinion, did TADS contribute to your progress in this area? (please check)

   (1) ____NOTHING
   (2) ____SOME
   (3) ____A GREAT DEAL

*State Implementation Grant
Technical Assistance Development System, UNC-CH, 1981

OVER

II. IMPACTS OF TADS' TECHNICAL ASSISTANCE. Listed below are both organizational and programmatic impacts of TADS' technical assistance which have been given to us by projects in the past. Please review the items briefly to identify their differences and then determine if each impact occurred in your project AS A RESULT OF THE TECHNICAL ASSISTANCE YOU RECEIVED FROM TADS THIS YEAR.

As you determine your response please consider ALL of the technical assistance you received, e.g., needs assessment, conferences, consultations, information services, publications, etc., and not just those services stated on the previous pages. If other impacts occurred in your project which are not listed, please list them in the spaces under the word "Other." Then rate all of the impacts by circling your response.

Organizational Impacts of TADS' Technical Assistance: *These are impacts which occurred in the overall organization and operation of a project as a result of technical assistance received from TADS.*

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
A. Administration							
1. **Decision-making,** e.g., deciding courses of action, selecting specific materials approaches, etc.	-3	-2	-1	0	+1	+2	+3
2. **Policy changes,** e.g., changes in programmatic and/or administrative policy, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program analysis,** e.g., identification of program's strengths and weaknesses, setting priorities for efforts, etc.	-3	-2	-1	0	+1	+2	+3
4. **Leadership style,** e.g., approach of project leadership to administering project, interacting with staff, etc.	-3	-2	-1	0	+1	+2	+3
5. **Communication,** e.g., communication styles and patterns between and among project leadership and staff, fiscal agency administration and project, etc.	-3	-2	-1	0	+1	+2	+3
Other _____							
_____	-3	-2	-1	0	+1	+2	+3
B. Staff							
1. **Staff roles,** e.g., identification and/or clarification of staff roles, responsibilities, etc.	-3	-2	-1	0	+1	+2	+3
2. **Staff knowledge and/or awareness,** e.g., new knowledge, learning, understanding, etc.	-3	-2	-1	0	+1	+2	+3
3. **Staff skills,** e.g., new staff skills, competencies, abilities to administer and operate the program, etc.	-3	-2	-1	0	+1	+2	+3
4. **Staff attitude/Morale,** e.g., staff attitude, morale, enthusiasm, confidence, etc.	-3	-2	-1	0	+1	+2	+3
5. **Staff understanding of the project as a model HCEEP program,** e.g., understanding of model development, roles in demonstration and dissemination, etc.	-3	-2	-1	0	+1	+2	+3
Other _____							
_____	-3	-2	-1	0	+1	+2	+3

See Next Page

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
C. Program Clarification							
1. **Program organization and clarification,** e.g., direction given to program efforts, appropriate components of program brought together, tasks to be accomplished identified and/or clarified, etc.	-3	-2	-1	0	+1	+2	+3
2. **Specification/clarification of goals and objectives,** e.g., goal/objective definition, reduction, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program refinement,** e.g., refinement of specific areas such as curricula, evaluation plans, teaching approaches, inter-agency linkages, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3
D. Program Operation							
1. **Resource identification,** e.g., identification of additional materials, consultants, resources, etc.	-3	-2	-1	0	+1	+2	+3
2. **Planning,** e.g., development of plans for meetings, program components, etc.	-3	-2	-1	0	+1	+2	+3
3. **Program implementation,** e.g., development establishment and/or operation of specific components, activities, etc.	-3	-2	-1	0	+1	+2	+3
4. **Project documentation/Record-keeping,** e.g., implementation and/or refinement of record-keeping, documentation systems, etc.	-3	-2	-1	0	+1	+2	+3
5. **Product development,** e.g., development of materials, curricula, brochures, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3
E. Program Support							
1. **Administrative support,** e.g., support received for administration of program, budgeting, etc., from fiscal agencies, other community, state and/or federal agencies, etc.	-3	-2	-1	0	+1	+2	+3
2. **Program recognition,** e.g., visibility, credibility, etc., for the program, etc.	-3	-2	-1	0	+1	+2	+3
3. **Additional funding,** e.g., added funding for the program secured, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3

Technical Assistance Development System, UNC-CH, 1981

OVER

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
F. Benefits to Non-Staff Persons in the Program							
1. **Benefits to children**, e.g., growth in target areas, increased services, etc.	-3	-2	-1	0	+1	+2	+3
2. **Benefits to parents**, e.g., skills in teaching/parenting, participation, etc.	-3	-2	-1	0	+1	+2	+3
3. **Benefits to other participants (college students, administrators, consultants, volunteers, etc.)**, e.g., skills awareness/-understanding of the program, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3
G. Relations with Other External to Program							
1. **Interagency relations**, e.g., improved and/or increased relations with other agencies, etc.	-3	-2	-1	0	+1	+2	+3
2. **Assistance to other programs**, e.g., direct assistance provided to other programs, etc.	-3	-2	-1	0	+1	+2	+3
3. **Information sharing**, e.g., sharing of information with support personnel, administrative agencies, other agency personnel, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3

See Next Page

Programmatic Impacts of TADS' Technical Assistance: *These are impacts which occurred in specific areas of program operation as a result of technical assistance received from TADS.*

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
A. Services for Children							
1. **Identification and acquisition of children,** e.g., determining who will be served, developing admission criteria, screening, referring children to other programs who are not admitted, etc.	-3	-2	-1	0	+1	+2	+3
2. **Diagnosis and assessment,** e.g., identifying and/or developing instruments, establishing plans and/or procedures for diagnosis and/or assessment, diagnosing and/or assessing children, etc.	-3	-2	-1	0	+1	+2	+3
3. **Instructional program,** e.g., designing IEP conferences, developing IEPs, curriculum development, designing specific instructional strategies, developing on-going data keeping systems to record progress of children, etc.	-3	-2	-1	0	+1	+2	+3
4. **Services for children through other agencies,** e.g., identifying agencies, establishing interagency coordination, acquiring services, placing children in other programs who leave the project, etc.	-3	-2	-1	0	+1	+2	+3
5. **Determining the effectiveness of the services for children component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3
B. Services for Parents							
1. **Introductory activities,** e.g., orienting parents to project, assessing parent needs, etc.	-3	-2	-1	0	+1	+2	+3
2. **Involvement in project,** e.g., involving parents in IEP conferences, involving parents in project operation, e.g., making materials, recruiting children, record keeping, etc.	-3	-2	-1	0	+1	+2	+3
3. **Direct services to parents,** e.g., training parents to teach their children, counseling parents, training parents in child development, etc.	-3	-2	-1	0	+1	+2	+3
4. **Services through other agencies,** e.g., identifying other agencies, establishing interagency agreements, assisting parents in receiving services from other agencies, etc.	-3	-2	-1	0	+1	+2	+3
5. **Determining the effectiveness of the services for parent component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3

Technical Assistance Development System, UNC-CH, 1981

OVER

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
C. Staff Development							
1. **Introductory activities,** e.g., orienting staff to project, identifying and/or developing instruments to determine staff development needs, identifying staff development needs, etc.	-3	-2	-1	0	+1	+2	+3
2. **Conducting staff development,** e.g., identifying resources for staff development, developing staff development plans, conducting training, etc.	-3	-2	-1	0	+1	+2	+3
3. **Determining the effectiveness of the staff development component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3
D. Demonstration/Dissemination/Continuation							
1. **Planning,** e.g., identifying targets for demonstration, dissemination and/or continuation, identifying aspects of the project to be demonstrated or communicated, developing plans for demonstration, dissemination and/or continuation, etc.	-3	-2	-1	0	+1	+2	+3
2. **Developing products,** e.g., developing brochures, slide-tapes, films, reports, presentations, etc.	-3	-2	-1	0	+1	+2	+3
3. **Carrying out demonstration and/or dissemination activities,** e.g., distributing materials, providing training, making presentations, etc.	-3	-2	-1	0	+1	+2	+3
4. **Determining the effectiveness of the demonstration/dissemination/continuation component,** e.g., identifying and/or developing instruments, designing data gathering procedures, etc.	-3	-2	-1	0	+1	+2	+3
Other _____ _____	-3	-2	-1	0	+1	+2	+3

See Next Page

	SIGNIFICANT NEGATIVE IMPACT	MODERATE NEGATIVE IMPACT	LIMITED NEGATIVE IMPACT	NO IMPACT	LIMITED POSITIVE IMPACT	MODERATE POSITIVE IMPACT	SIGNIFICANT POSITIVE IMPACT
E. Administration/Management							
1. **Personnel selection and administration,** e.g., developing job descriptions for each staff position, developing policies for staff hiring, promotion and termination, establishing channels for staff communication, etc.	-3	-2	-1	0	+1	+2	+3
2. **Program planning,** e.g., developing plans for the content and operation of the program, etc.	-3	-2	-1	0	+1	+2	+3
3. **Financial administration,** e.g., reviewing and/or developing budgets, establishing procedures for financial administration, designing and/or conducting a cost analysis, etc.	-3	-2	-1	0	+1	+2	+3
4. **Records and reports,** e.g., designing record keeping systems, developing plans for producing reports, etc.	-3	-2	-1	0	+1	+2	+3
5. **Advisory board,** e.g., determining role and function of advisory board, recruiting members of the advisory board, conducting advisory board meetings, etc.	-3	-2	-1	0	+1	+2	+3
6. **Coordination with other agencies,** e.g., identifying other agencies, establishing cooperative agreements, etc.	-3	-2	-1	0	+1	+2	+3
Other _____							
_____	-3	-2	-1	0	+1	+2	+3
F. Evaluation							
1. **Planning,** e.g., identifying purposes for evaluation, identifying evaluation audiences and their information needs, identifying and/or clarifying aspects of the program to be evaluated, determining evaluation procedures, etc.	-3	-2	-1	0	+1	+2	+3
2. **Implementation,** e.g., identifying and/or developing instruments, determining specific data analysis strategies, etc.	-3	-2	-1	0	+1	+2	+3
3. **Communication/Using results,** e.g., developing formats, reports or other methods of communicating evaluation results, etc.	-3	-2	-1	0	+1	+2	+3
Other _____							
_____	-3	-2	-1	0	+1	+2	+3

APPENDIX C

. **SATISFACTION WITH TADS' TECHNICAL ASSISTANCE**

	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	EXCEPTIONAL
	1	2	3	4	5	6

A. Please indicate your satisfaction with this year's TADS' technical assistance to your project by circling your response.

B. Comments: Please list here any comments which you would like regarding the technical assistance you have received from TADS this year. _____

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THANK YOU

TADS
End of Year Survey

PURPOSE: The *TADS End of Year Survey* is designed to determine the overall effectiveness of the technical assistance delivered to HCEEP Demonstration Projects and State Implementation Grantees (SIGs) during a calendar year. To accomplish this, the survey is structured to gather information in three areas:

1. The effects of TADS' assistance on the technical assistance needs which were identified for each program during the year;
2. The impacts of TADS' technical assistance on each program; and
3. The program staff's satisfaction with the technical assistance received from TADS.

USE: The results of the survey will be analyzed with other information provided during the year to determine the overall effectiveness of TADS. The information will be used to improve TADS' services and report on its effectiveness to those audiences which are interested and invested in the results.

CONFIDENTIALITY: As is TADS' standard policy, the responses to this survey will be kept strictly confidential and reported only in grouped or anonymous individual formats. Your most objective and candid assessments of the assistance that TADS has provided to your program will be appreciated.

INSTRUCTIONS: Instructions for completing the survey are given at the beginning of each of the three sections.

THANK YOU FOR YOUR COOPERATION.

Technical Assistance Development System
500 NCNB Plaza
Chapel Hill, North Carolina 27514
June 1981

73

APPENDIX C

Technical Assistance Development System
END OF YEAR SURVEY

ID No._____

I. **TECHNICAL ASSISTANCE NEEDS AND SERVICES PROVIDED.** Listed below are a series of questions concerning the technical assistance needs which were identified with your project/SIG* and which are contained in your memorandum of agreement with TADS. Before each set of questions is a statement of the technical assistance need, a brief description of the services which were scheduled to meet the need, and the dates of the services. Please review this information carefully before answering the questions which follow.

NEED No.	Identified TA Need	Type of Service/Provider	Dates

1. Did the scope and/or direction of the task described in this need change during the year? (please check)

   (1) ___YES (2) ___NO

   If YES, please restate the need as it was changed: ASSISTANCE IN _____

   _____

   _____

2. What was the status of the task described in the originally stated or, if changed, restated need at the beginning of the year? (please check)

   (1) ___HAD NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAD CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAD BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAD IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAD COMPLETED DESIRED WORK ON THIS TASK

3. What is the status of the task described in the need now? (please check)

   (1) ___HAVE NOT YET BEGUN TO PLAN WORK ON THIS TASK
   (2) ___HAVE CONCEPTUALIZED AND/OR PLANNED THE WORK TO BE DONE
   (3) ___HAVE BEGUN TO IMPLEMENT SOME OF THE ACTIVITIES
   (4) ___HAVE IMPLEMENTED MOST OF THE ACTIVITIES
   (5) ___HAVE COMPLETED DESIRED WORK ON THIS TASK

4. Did you receive outside assistance (other than from persons or resources within the project/SIG) in this area from any person or source OTHER THAN TADS during the year (please check)

   (1) ___YES (2) ___NO

   If YES:

   a. From whom did you receive the assistance? (please check)
      (1) ___AN INDIVIDUAL CONSULTANT
      (2) ___AN AGENCY
      (3) ___OTHER: (Specify) _____

   b. How much assistance did you receive? (please check)
      (1) ___LESS THAN WAS PROVIDED BY TADS
      (2) ___APPROXIMATELY THE SAME AMOUNT AS PROVIDED BY TADS
      (3) ___MORE THAN WAS PROVIDED BY TADS

5. What, in your opinion, did TADS contribute to your progress in this area? (please check)

   (1) ___NOTHING
   (2) ___SOME
   (3) ___A GREAT DEAL

*State Implementation Grant
Technical Assistance Development System, UNC-CH, 1981

OVER

II. IMPACTS OF TADS' TECHNICAL ASSISTANCE. Please list below any impacts, either positive or negative, which you believe have occurred with your SIG AS A RESULT OF THE TECHNICAL ASSISTANCE YOU RECEIVED FROM TADS THIS YEAR.

As you will notice, the space provided for comments is divided into three different levels at which impacts of technical assistance may occur: (a) The SIG program and staff; (b) The State Education Agency; and (c) Other individuals, agencies or groups. Please select the appropriate level or levels and describe what you believe the impact of technical assistance to have been. Responses may include, but are *not restricted* to, areas such as the following:

- administration
- communication
- staff roles, skills, responsibilities
- SIG program clarification or operation
- program standards and guidelines
- interagency agreements
- evaluation
- statewide planning
- policy development
- in-service training

As you determine your response, please consider ALL of the technical assistance you received, e.g., needs assessment, conferences, consultations, information services, publications, etc., and not just those services associated with the technical assistance needs listed on the previous pages.

STATEMENTS ABOUT THE IMPACTS OF TADS' TECHNICAL ASSISTANCE

POSITIVE IMPACTS	NEGATIVE IMPACTS
On the SIG Program and Staff:	
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
On the State Education Agency:	
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
On Other Individuals, Agencies or Groups:	
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

See Next Page

	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	GOOD	EXCELLENT	EXCEPTIONAL
III. SATISFACTION WITH TADS' TECHNICAL ASSISTANCE						
A. Please indicate your satisfaction with TADS' technical assistance to your SIG by circling your respcnse.	1	2	3	4	5	6

B. Comments: Please list here any comments which you would like regarding the technical assistance you have received from TADS this year. _____

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THANK YOU

76